**EDC 423**

**Informational Text Plan**

For this assignment you will create a plan to discuss an informational text, based on the ideas presented in class and the thinking you did to create your plan for *Pompeii and Herculaneum*

**To begin**

1. Read the National Geographic article you were assigned: See How Cheetahs Survive In The Wild. This is an expository/informational text appropriate for students in grades 2-3 (Pioneer edition is 2-3; Pathfinder is 4-6).

**Create a text-based discussion plan that includes the following:**

**Part 1: Text Analysis**

1. Read the text.
2. Make notes about the text’s challenges and resources. Be sure to consider text features we discussed in class, such as genre, text organization, graphics, transitions, connectives, referents. Also be sure to consider how well the text hangs together (coherence) and inferences the reader needs to make. To do this, create a table in Word where you list the page number, ending phrase (so I know where you are), and your comment (like below).

|  |  |
| --- | --- |
| Resources | Challenges |
| * Pg. 10: The title does a good job of introducing the topic. Letting the students know the subject they’re going to learn. * Same page- The picture of the cheetah provides picture evidence of what the article will be about * Pg. 12: bolded words help readers focus on the important parts of information. “Yet the cheetah is one of the world’s most successful **predators**”. * Pg. 13: The picture of the cheetah in its environment, on the mound, provides some context for the students. * The captions for the pictures help the students determine what’s going on in the graphic. “The black markings under a cheetahs eyes cut down on the suns glare”. (pg. 12). * Pg. 14: This page is word heavy. The paragraph titles help the students with what each piece of information will center on. * Pg. 14: the explanation of certain vocabulary within the text helps the students with complex words. “Most cats have claws that retract. They disappear inside layers of skin on the feet”. * Pg. 17: The “Wordwise” section that explain certain vocabulary is helpful the students comprehension. * Pg. 16-17: The diagram the shows the anatomy of the cheetah. Giving a visual, as well as explanations to vocabulary. * Pg. 16: The article is coming to its focus. The paragraphs do a good job of leading the reader towards the main/ big ideas. | * Pg. 12: This page is vocabulary heavy. Although the words can be figured out through inferences, it’s still difficult. * Pg. 12-13: There aren’t many reasons specifically given for the cheetahs activity. The “why” isn’t answered as much as it should be here, not until later. * “This is called camouflage” (pg. 13). Why camouflage is important isn’t mentioned. Yes it helps them blend but why is this helpful to them? * Pg. 14 is text heavy. Although the next page is just a picture, there is still a large amount of content on just that one page * Pg. 14: The headings are helpful for the specific paragraphs but don’t allude to the main ideas as much as they should. * Pg. 16-17: A large amount of content on these pages. Just a lot going on, hopefully the students aren’t confused. * Explanations for certain vocabulary are not detailed enough for comprehension. Ex: Prey (Pg. 12) is not explained at first. “Prey- An animal eaten by other animals” isn’t until later in the article, (Pg. 17). * It is mentioned that the cheetah is a fast animal but it isn’t mentioned that there are the fastest animals on land. * Context is necessary for students to understand. New topics can be especially difficult when they’re about animals or places that they’ve never seen before. |

**Part 2: Learning Goals**

After considering the features of the text, think about what students should be able to understand and learn from reading and talking about the text.

1. The main ideas of this article center on the adaptations necessary for cheetahs to live, and continue to survive in their environment. It mentions their anatomy and the many aspects about it that help it prosper in nature. With adaptations like tail length, claws and camouflaged fur, the cheetah is able to continue to be a dominant predator in Africa. Animals with or without these adaptations will have different lives when they live in the same environment.
2. One of the big ideas that are alluded to in this article is the concept of evolution, survival of fittest, as well as possibly the food chain. Living things in nature only continue to live an prosper when they have advantageous trait that’s compliment the setting that they live in (i.e. camouflage, claws etc.). Also, the article mentions the idea of there being both predators and prey and how the food chain is structured through those aspects of animals.
3. How do animals use adaptations to survive?

* Students will know what adaptations are helpful for cheetahs
* Students will understand why these traits help certain animals
* Students will understand what makes animals predator and prey

**Part 3: Planning the Launch**

Activate Prior Knowledge: Show the students a small clip, possibly from Scholastic, giving basic information about the wildlife in Africa, specifically Cheetahs. Ask the students what they know about the cheetahs already. “What is something you already knew about cheetahs?” “What is something you learned in the video?” This will float ideas around the room; get the students in the mindset necessary to learn more details about Cheetahs.

Set a Purpose: Once there has been some information brought up, set students to the task of learning more about cheetahs and how they survive in the wild. Possibly Have the students look for things that they think help cheetahs in their environment.

**Part 4: Planning the Exit**

To assess student learning, an assignment will be given after the reading of the article has finished. This assignment will consist of using the new information to make a detailed list about the many different aspects of Cheetahs, separating the information into two categories: Already Knew and New Information. By separating the information, the students show what they have already learned in their experiences, as well as what information they have never known before.

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**

1. Think about the goals you created in Part 2, and the information students need to understand and reach the goals.
2. Decide where in the text to stop, and what question you will ask to help students build knowledge toward the goals. The Rubrics for Assessing Text-Based Discussions (on the Caves page of the wiki), and the information on kinds of questions (PPT from Oct 22-29 on the wiki) will provide you with ideas for crafting your questions.
3. Create a chart (like the ones in the Caves and Panda examples) where you write the page number and your questions

|  |  |
| --- | --- |
| Page/ending phrase | Question |
| Pg. 12, bottom left. “Cut down the suns glare”. | Q: What is the author talking about here?  A: The Cheetahs eyes.  Q: Yeah that’s good; the author is talking about the Cheetahs eyes. What about the Cheetahs eyes?  A: The black marks on them.  Q: Very good, the black marks under them. What do these black marks do for the Cheetah? Do they help?  A: Yeah. They keep the sun out of their eyes. It helps them see. |

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| --- | --- |
| Pg. 12, c: 2, paragraph 2. “Helps an animal survive”. | Q: What does the article say an adaptation is?  A: Something that Cheetahs have.  Q: That’s right Cheetahs do have adaptations, what do these adaptations do for animals that have them?  A: They help them.  Q: That’s right they help them, how do they help them? What do they do?  A: They help them by helping them survive. |

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| Pg. 16, paragraph 4. “The chase is over.” | Q: What is the Cheetah doing in this part of the article?  A: Chasing the gazelle.  Q: Yeah, it was chasing the gazelle, why was it doing it? Was it for fun?  A: No, it was to eat it.  Q: I think your right, it was to eat it, what does this make the Cheetah, a predator or prey?  A: A predator because they are eating the gazelle, the gazelle is probably the prey. |

**Submitting the Plan (SEE TEMPLATE AFTER THE SCORING RUBRIC)**

Your submission will include:

1. Part 1: You your text analysis (either a PDF with comments embedded, or a Word table with page numbers and comments).
2. Parts 2-5: Your plan
   1. Parts 2-4 can be in a Word document.
   2. Part 5, the questions/expected responses, in a chart (like the examples on the wiki) and Part 6 (your reflection)
3. The text

**EDC423 Informational Text Plan**

50 Possible Points

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| --- | --- | --- |
|  | Possible Points | Earned Points |
| Text analysis captures relevant text resources, challenges, and ideas that might be confusing to students. | 8 |  |
| Main idea captures the main points of the text and how those points are made. | 4 |  |
| “Big idea” identifies the overarching message/idea that students can transfer to other aspects of life. | 2 |  |
| Learning goals identify the important content and relevant points that students need to deeply understand the text. | 5 |  |
| Launch engages students in thinking about the text ideas and sets purpose for reading/discussing the text. | 5 |  |
| Exit identified appropriate means of assessing learning goals. | 5 |  |
| Stopping points within the text correspond to places that will help students build meaning from text to reach learning goals. | 5 |  |
| Initial queries are phrased to encourage students to summarize, explain, and interpret. | 5 |  |
| Initial queries get at the important information at each stopping point. | 3 |  |
| Expected responses to each query are included and are appropriate. | 3 |  |
| Follow up queries clarify initial questions and promote critical thinking. | 3 |  |
| Plan is submitted as specified, in Standard English mechanics and grammar. If worked with a partner, reflection is thoughtful and sums up knowledge brought and gained from the partnership. | 2 |  |
| TOTAL | 50 |  |